

North Star Elementary Positive Behavior Plan

Positive Behavior Specialist: Melissa Watson

Date discussed with and received input from SIC (agenda attached): September 30, 2024

Date discussed with and received input from SCC (agenda attached): September 17, 2024.

Date plan was completed: 9/3/2024

Programs we **already** have in place that focus on peer pressure, mental health, and creating positive relationships:

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Botvin LifeSkills Training-5 <sup>th</sup> Grade	The <i>Botvin LifeSkills Training</i> Elementary School program is a comprehensive and developmentally appropriate substance abuse and violence prevention program designed for upper grade elementary students. This curriculum has been proven to help increase self-esteem, develop healthy attitudes, and improve student knowledge of essential life skills – all of which promote healthy and positive personal development and mental health. <i>LifeSkills Training</i> is designed to promote mental health and positive youth development. Research conducted via a meta-analysis by CASEL and collaborating researchers found that students who were exposed to SEL instruction (including Second Steps) longitudinally saw lower levels of conduct problems, emotional distress, and lower rates of drug use (Taylor, et al, 2017).
2. Individual and group counseling/social work services	Individual and group counseling services support students in a multitude of ways. Not only do students receive treatment and support for general life stressors, but students also can process trauma, suicidal ideations, and receive referrals for outside support when needed. These provisions allow for students to feel connected and cared about in the school environment and thus can lead to a decrease in the likelihood that students will use substances (Moon & Rao, 2011).

<p>3. Comprehensive School Counseling Program</p>	<p>North Star’s comprehensive school counseling program aims to support all students in terms of maximizing opportunities for academic achievement, ensuring mental health, reinforcing healthy emotional choices, and advocating for students in general. Students will receive consistent lessons throughout the year to help support students learning healthy self-regulation skills, healthy relationship skills including anti-bullying and anti-harassment, peer refusal skills, and lessons preparing them for career readiness. The topics are presented with the purpose of helping all students become effective learners, build self-confidence, develop interpersonal skills, respect self and others, resolve conflicts, and make responsible choices.</p> <p>Research conducted via a meta-analysis by CASEL and collaborating researchers found that students who were exposed to SEL instruction longitudinally saw lower levels of conduct problems, emotional distress, and lower rates of drug use (Taylor, et al, 2017). Evidence supports that providing lessons and support in these areas provides students with strategies that reduce bullying both on individual and school-wide levels (Olweus, 1991; Smith and Sharp, 1994).</p>
<p>4. Kagan Cooperative Learning Structures</p>	<p>Teachers use Kagan Cooperative Learning Structures to teach and engage students in academic content, increase academic achievement, enhance self-esteem, reduce discipline problems, and develop social skills.</p>
<p>5. Restorative Circles/Practices</p>	<p>Utilizing restorative practices in the school wide approach to behavior and interpersonal relationships supports students through increasing students social-emotional abilities, builds the community within the school, and strengths the social and human capitol in school buildings (Passarella, 2017). Similarly, this leads to more trust, empathy, and respect within the school system from</p>

faculty, to students, and even parents (Morrison & Vaandering, 2012). When students both trust, respect, and empathize with those in their school community, and are trusted, respected, and empathized with by those in their school community, they demonstrate a higher level of community connectedness which is a preventative factor for students in reducing the likelihood of substance use (Moon & Rao, 2011).

Programs we are **building** or adding to address peer pressure, mental health, and creating positive relationships:

Name of Program:	How program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Move This World	The Move This World curriculum provides a solid foundation for students to set, pursue, and achieve lifelong goals as well as create a healthy environment where students strengthen interpersonal and self-management skills. Research conducted via a meta-analysis by CASEL and collaborating researchers found that students who were exposed to SEL instruction (including Move This World) longitudinally saw lower levels of conduct problems, emotional distress, and lower rates of drug use (Taylor, et al, 2017).
2. Family Nights	Administrators and teachers plan multiple family and parent nights that meet the immediate needs of the school community. These family nights include Family Literacy night, Family STEAM night, and Family Art night. Building in these extra supports leads to more trust, empathy, and respect within the school system from faculty, to students, and even parents (Morrison & Vaandering, 2012).

Other programs, clubs, service opportunities and pro-social activities we **already** have in place:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:

<p>1. Town Hall School-Wide Assemblies</p>	<p>Held on the first Friday every other month, Town Hall assemblies are an opportunity for school administrators to teach character education lessons, address school-wide behavior concerns, and celebrate school-wide accomplishments. This program and application promote pro-social behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon &amp; Rao, 2011).</p>
<p>2. Student Spotlight</p>	<p>Every week, a different teacher nominates two students to be in the student spotlight. They write a paragraph about their students, explaining the reasons for the nomination. The principal calls the students down to the office on Fridays and reads what the teacher wrote about them over the morning announcements. After, the students receive a pencil and a special treat, and they take a picture with the principal and assistant principal. These pictures are printed for the student, displayed on a designated bulletin board in the main lobby, and posted on social media. This recognition allows for students to feel connected and cared about in the school environment and thus can lead to a decrease in the likelihood that students will use substances (Moon &amp; Rao, 2011).</p>
<p>3. Pod Meetings</p>	<p>North Star is comprised of five pods appropriately named after the Community of Caring Values: Community of Respect (blue pod), Community of Responsibility (green pod), Community of Caring (yellow pod), Community of Trust (red pod), and Community of Family (purple pod). Held on the first Friday every other month, each pod gathers for a brief meeting to celebrate</p>

	<p>student achievement, address behavior concerns, and teach SEL lessons. As mentioned above, this program promotes pro-social behavior through community building and connection, builds a positive association with school, and helps to orient students toward their future. All of which have been found to build a more positive view of community and school, therefore decreasing the likelihood of substance use (Flay, 2000).</p>
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Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Attendance	<p>Students who have good attendance (less than 2 absences and 2 late arrivals per month) will be able to attend a dance party each month. Like the programs above, this program promotes community building and connection, and builds a positive association with school. All of which have been found to build a more positive view of community and school, therefore decreasing the likelihood of substance use (Flay, 2000).</p>
2. Navigator Party	<p>Students without an office referral will be rewarded with a monthly relay game. This promotes pro-social behaviors and provides students with structured, supervised, and engaging activities within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon &amp; Rao, 2011).</p>

Please note: While the language in these programs does not always explicitly discuss substance use with students, the research suggests that the skills taught in these programs for the elementary level support prevention effectiveness in preventing student use of substances (Moon & Rao, 2011).

## References:

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